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ABSTRACT

This four-part guide describes the Ohio Career Development Program. (The Career Development Program is that portion of the total Ohio Career Continuum designated K-10 and includes Career Motivation [K-6], Career Orientation [7-8] and Career Exploration [9-10]. These programs prepare the student to make choices for vocational or pre-professional preparation in grades 11 and 12.) Section I provides a diagram and summary of the entire Continuum, then offers precise descriptions of the three K-10 areas. It is noted that the program is integrated throughout the curriculum and is not a single subject. Seven developmental areas within the program are identified: self, individual and environment, world of work, economics, education and training, employability and work adjustment, and career decision making. These areas, as well as levels of learning experiences (experiential, simulated, vicarious) and related levels of activities, are defined. Career Program Objectives are also defined and taxonomies of behavior and activities provided, followed by an abbreviated list of job clusters from the D.O.T. (Dictionary of Occupational Titles). Section II, constituting approximately half of the guide, offers sample lessons over a variety of subjects and areas for grades K-6. Each plan includes the developmental objective(s), behavioral objectives, and procedures. Section III provides a list of instruction materials and Section IV provides copies of program forms (e.g., Field Observation Request, Request for Classroom Speakers, etc.). (DTT)

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career development program

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CAREER DEVELOPMENT PROGRAM

Career Development may be defined as a comprehensive educational program which helps people develop the necessary academic and social skills to become competent as workers and comprehending as men and women.

The K-10 continuum is divided into three components: Motivation (grades K-6), Orientation (grades 7-8), and Exploration (grades 9-10).

The Career Motivation program is designed to develop a respect for the universality and dignity of work and a desire to participate in the world of work in a way that will benefit the individual and society. Through experience-based activities fused with the elementary curriculum, students are provided with opportunities to become aware of the knowledge and attributes which will ultimately result in the selection of a career that will be meaningful and satisfying to them.

The Career Orientation program is devised to develop an awareness of the wide range of occupational options that are available to those who prepare for them. Through occupational and activity-centered experiences fused with the curriculum, students review all types and levels of careers and begin to develop an awareness of their interests and abilities in relation to specific occupations. Many opportunities for personal contacts with individuals in various kinds of work are provided in the classrooms and through first-hand observations in the work environment. These real experiences serve to link academic effort with career options.

The Career Exploration program is devised to help students make tentative career decisions and to plan a course of study for grades 11-12 that reflects their interests and abilities. Occupations related to each subject are explored. Students spend time in business or industry with people who perform jobs which students think they might like for themselves. The student can then make a more realistic decision on whether he wants to prepare to enter the world of work immediately after high school or prepare for post-secondary education and training.

The classroom teacher is the most important link between the academic world and the world of work. It is the teacher who provides learning experiences that will enable students to understand the relevance of the academic skills they are expected to learn to the life-styles students will seek to establish as adults.

Constance K. Carse, Coordinator
Career Development Program, K-10
Mansfield City Schools

FOREWORD

The purpose of this guide is to help teachers become better acquainted with the philosophy and objectives of the Ohio Career Development Program and to aid them in the implementation of career activities in the curriculum.

Our job is to assist in developing curriculum, suggesting and providing instructional materials, arranging for field observations and guest speakers. Also we are available to come into the classroom to present a lesson or help in career motivation activities. The State Department has requested that we share our instructional materials with non-funded public and private schools in this area. However, funded schools come first, but please make requests for assistance or materials well in advance to avoid conflict.

We hope all teachers will try the lessons and activities in this guide and give us their evaluations and suggestions for improvement. Requests for locally-developed curriculum materials are received frequently and we want to pass on materials which have been tried and proven effective in our classrooms.

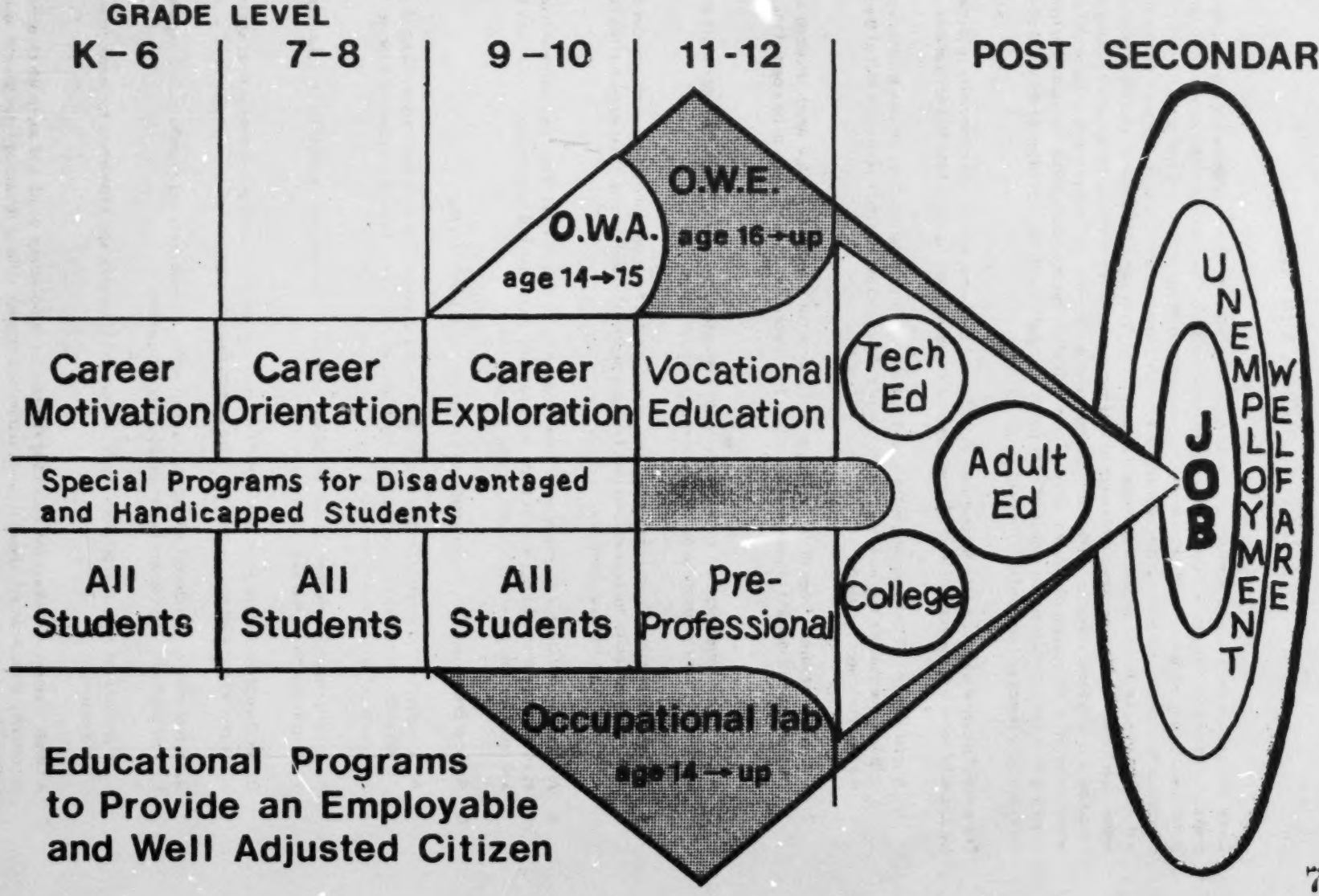
Fred Atwater
Larry Kennedy
Dorothy Riley
Career Resource Teachers

SECTION I

THE OHIO CAREER DEVELOPMENT CONTINUUM

OHIO STATE DEPARTMENT OF EDUCATION · DIVISION OF VOCATIONAL EDUCATION

OHIO'S CAREER DEVELOPMENT CONTINUUM



Educational Programs to Provide an Employable and Well Adjusted Citizen

CAREER EDUCATION IN OHIO

Career education is a continuum in education that provides experiences to help individuals make wise career choices, prepare for employment and extend career development throughout life. Career education for choice seeks, through the curriculum, to help all youth build positive self-concepts, become motivated toward the world of work, receive an orientation to the many job opportunities available, and explore several occupations consistent with individual interests and abilities in order to help youth better plan for and benefit from pre-professional or vocational education. The preparation for employment component of career education provides for pre-professional instruction leading to further education and vocational education, technical education, and professional education leading to successful entry and advancement in an occupation of personal choice. Career education through life provides for training, retraining and upgrading instruction throughout an individual's life which is consistent with the technology of the world of work and the individual interests and needs of out-of-school youth and adults.

The successful career education program combines the efforts of the home, school, and community to prepare youth for successful entry into the world of work. A total career education program consists of the following phases:

1. A total *Family Life Program* within the school curriculum with special emphasis for disadvantaged people to help improve the care and motivation of pre-school children and assure a more positive impact of the home on the needs of school age youth.

2. A *Career Motivation Program* for all youth in kindergarten through Grade Six which develops a positive attitude toward the world of work, inspires respect for all work and creates a desire to be a part of the world of work.

3. A *Career Orientation Program* in Grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.

4. A *Career Exploration Program* in Grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain firsthand experiences with several career opportunities consistent with individual interests and abilities.

5. An *Occupational Work Adjustment (OWA)* for drop-out prone fourteen and fifteen year olds which uses work as an adjustment process to prove to them they are worth something and to encourage them to stay in school and make wise choices of a vocational program at age sixteen.

6. A *Career Preparation Program* for youth age sixteen and above which includes:

   A. a comprehensive vocational education program at the secondary and post-secondary levels which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment in semi-skilled and skilled occupations.

   B. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school.

   C. an *Occupational Work Experience (OWE)* for drop-out prone boys and girls sixteen years of age and older to prepare them for employment through a cooperative type program.

   D. a post-secondary technical education program which provides technical knowledge and experiences in preparation for employment in para-professional occupations.

   E. a professional education program which provides the knowledge and experiences for employment in the professions.

7. A *Career Training, Retraining and Upgrading Program* for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain and upgrade skills as technology changes and societal and individual needs and desires dictate.

OHIO'S CAREER DEVELOPMENT CONTINUUM

Career Education is a comprehensive educational program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school and community and reaches from preschool through adulthood.

OHIO'S K-10 CAREER DEVELOPMENT PROGRAM

The OHIO CAREER DEVELOPMENT PROGRAM is that part of the total Career Continuum Program designated K-10, including Career Motivation from K-6, Career Orientation from 7-8, and Career Exploration from 9-10. These programs prepare the student to make choices for vocational or pre-professional preparation in grades 11-12.

Career Motivation - Kindergarten - Grade 6

The goals of this phase of the developmental continuum are to help children develop an awareness of themselves, the world of work, and their place in the world of work; to help students develop an appreciation for all work; and, to help students develop motivation to be a part of the world of work. The K-6 Career Motivation Program is based on the belief that every healthy individual is at work at something. Work, at this level, is defined as accepting responsibilities which require that tasks be completed. These activities may be engaged in by a child either at home or in school. Thus, the Career Motivation Program has special meaning for the child in his development as a person. Through its framework, students are afforded opportunities to develop a sense of personal industry, as opposed to developing a sense of inferiority; and, through these experiences, they, hopefully, begin to sense the power of their will and their own efforts as individuals.

Career Orientation - Grades 7-8

This stage builds upon career motivation and, again unifies and focuses school curriculum around a career development theme. The goal of this stage is to help students develop an understanding and attitude about jobs, self and society. Through various types of in-school and community-based involvement, students look at the nature of jobs, educational requirements for jobs and the labor market projections for future employment. Through a large number of such experiences, each related to school subjects as well as to career clusters, students begin to evaluate their own interests, abilities, values, and needs in light of the career areas they investigate.

Career Exploration - Grades 9-10

The Career Exploration phase of the developmental continuum builds upon the attitudes and knowledge about work emphasized in the motivation and orientation programs. Again, in relation to the school program, the goal is to provide all students with the opportunity to examine and gain first-hand experiences with several career clusters consistent with his individual interests and abilities. These experiences can take place in in-school laboratories, area vocational centers, business, industrial, professional and other community facilities. These "in-depth" experiences will assist students in choosing appropriate curriculum for grades 11 and 12. This curriculum will be chosen based on whether the student wants (1) intensive job preparation to be used immediately upon high school graduation, (2) preparation for post-secondary education and training other than a four-year (or longer) period of study in college.

DEVELOPMENTAL AREAS OF CAREER DEVELOPMENT

In Ohio Career Development is not taught as a separate subject. It is integrated within all curriculum areas and involves more than just learning about jobs. Therefore, the following seven developmental areas or elements have been identified in the Ohio Career Development Program.

(1) Self
(2) Individual and Environment
(3) World of Work
(4) Economics
(5) Education and Training
(6) Employability and Work Adjustment
(7) Career Decision Making

Each element represents a complex area where career education learning can and should occur. They present one coherent, logical method of directing career education into manageable parts.

The following is a description of the goals of the seven developmental areas:

Self

This component is designed to help the student develop knowledge about himself; knowledge pertaining to his attitudes, feelings, perceptions and evaluation of himself. The Self component involves the student in a planned and sequential process of self-assessment and self-evaluation of his interests, aptitudes, achievements and values. Some of the activities associated with this component are group and individual counseling, test interpretation, group guidance procedures and the use of such guidance techniques as role playing, open-ended discussions and self-reports. As the student comes to realize who he is and what he is like, he will be better able to establish relevant personal, social and career goals consistent with his own unique value system.

Individual and Environment

This component is designed to develop an understanding of the individual in relation to his environment. It provides the student with insights into: why people work, how environments keep people producing, the relationship between the individual and work and between the environment and work, how people use and modify environments and their resources. The Individual and Environment component helps the student understand his role in the home, school, community and work. The major goal is to understand the role each person plays and how he plays that role.

World of Work

The World of Work component includes content related to the nature of work, the scope and nature of occupations, methods of studying and classifying occupations and perceptions related to work values. The goal of this element is to expand the student's awareness about work, careers, associated life styles, rewards, leisure time, working conditions, and the education and training requirements of some careers. In this area, the student is assisted in understanding the broad range of careers which are available as they serve him, the community, or society at large. Particular consideration is given to new and emerging occupations. He is also assisted in learning what is involved in the development, growth, behavior, training and rewards of persons engaged

in specific occupations. From this broad understanding of the world of work, the student is motivated to participate in his current world of work and to gradually engage in active career exploration and preparation which leads to the selection of an appropriate role or roles within the world of work.

Economics

The goal of the Economics component is to assist the student in developing an understanding of the economic process. This process involves employing human needs. This component emphasizes both the earning of income as a worker and the disposition of income (saving, spending, money management) as a consumer. To be successfully involved in our economic system as a wage-earner, the student must understand the knowledge of salary ranges, the costs and benefits of future education or training, the influences of supply and demand on the job market and understanding of how productivity and income growth causes changes in employment.

Education and Training

The Education and Training component is designed to assist the student to develop an awareness of the relationship between education and training and the life roles assumed by himself and others. From this basic educational awareness, the student continues to develop and refine a thorough understanding of the part education and training plays in relationship to the present world of work and the changing world of work in which he will assume a more complete productive participation. The student will also come to recognize the need for specific education and training for specific career roles. The student is exposed to all forms of education and training, including but not limited to: on-the-job training, high school vocational programs, colleges, community colleges technical schools and apprenticeship schools.

Through developing an understanding of the relationship between education and training and life roles, the student is able to combine knowledge of himself as a participant in education and traing, his learning style, pace capabilities and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.

Employability and Work Adjustment

This component is designed to help students develop those patterns of behavior necessary to enter, maintain and to progress in a career. This component can be divided into the following six skill subtopics:

- -interpersonal relationship skills needed to function in a job,
- -adaptability skills needed to adjust to changing jobs and job requirements,
- -basic educational skills including reading, writing and arithmetic,
- -job skills to perform entry level tasks, to grow with the job and to make transfers to other job areas, if necessary,

-job seeking skills to attain employment commensurate with abilities and training,

-industrial discipline on the job, attitudes and work habits needed to retain and progress in an occupational area.

Career Decision Making

Career Decision Making is, in reality, not a separate component, but a process that encompasses all of the developmental areas. The goal of this component is to assist the student in developing increasing skill and experience in the rational process of decision making, practice making decisions and come to accept the responsibility for the outcome of his decisions.

In order to make a wise career choice, the goals of the student must b defined and possible alternate solutions considered. After collecting relevant information and examining the consequences of the alternative the goals and alternatives should be re-evaluated. The results can then be generalized to meet new problems and/or situations.

LEVELS OF LEARNING EXPERIENCES

Activities can be classified in three main levels: Vicarious, Simulated, and Experiencing. Each level provides a higher degree of reality testing than the previous. These three main levels can be broken down as follows, providing an Activities Spectrum.

EXPERIENCING

10. Work: Task Experiences
    Actual Work Tasks

9. Guided Work Experiences
   Directed Work

8. Work Setting Observation
   Work Samples
   Work Observation

SIMULATION

7. Simulated Work Environment
   Classroom Work Corners

6. Simulated Work Situations
   Games
   Role Playing

5. Computer Based Systems
   Computer "Counseling"

4. Interviews with Experts
   Interviews

3. Career Programs

VICARIOUS

2. Audio Visual Aids
   Films
   Slides
   Tapes
   Pictures
   Bulletin Boards

1. Publications
   Books
   Monographs
   Charts

EXPERIENTIAL LEARNING

Experiential learning is the process through which knowledge is gained as a result of the performance of formal job activities in a controlled situation. The practical employment of stored

EXPERIENTIAL LEARNING - cont.

information and partially-developed skills increases student efficiency and awareness. It also provides for new and valuable insights into the interdependent relationship existing between academic subject matter and situations encountered in the world of work. Once involved in a job setting, the student must cope with stress while working toward the achievement of a desired goal. Efforts to comply with job specifications result in the careful selection of the most effective and expedient methods to be utilized. The results of this selection and testing of skills provide a framework to which the individual can refer in similar, future work experiences. Experiential learning differs from vicarious and simulated learning in that it necessitates the direct application of all sensory, psychomotor, and learned skills in a real-life situation where the student is responsible for the consequences and the tangible end-products of his labor.

SIMULATED LEARNING

In simulated learning, the student is introduced to certain activities, situations, and environments which provide opportunities for investigation, and testing of problems in human relations. Encounters with realistic facsimiles of future-life situations prompt the student to consciously or subconsciously assume a role. Learning results from direct personal participation, whether in the form of interaction or observation. Through participation, knowledge and understanding of the social, environmental, and cultural forces that shape individual and group behavior is gained. Simulation activities related to the world of work encourage early career selection and skill development on the part of the student. Simulated learning differs from vicarious learning in that sensory, analytical, and motor skills are involved in an active, judicial employment of experiential and factual knowledge in experimental and exploratory circumstances.

VICARIOUS LEARNING

Vicarious learning involves the visual and/or auditory experience of all supplementary educative materials and media encountered by the student in academic and domestic situations. In this case, learning is represented by the retention of information inferred through direct sensory encounter of a particular medium such as slides, films, newspapers, journals, etc. Since there is very little coercion involved in vicarious learning, the available materials should be novel and stimulating, evoking a curiosity which promotes self-discovery. Ideally designed materials and media will induce analytical thinking and assimilation of presented facts and concepts. Accordingly, the teacher's role must shift from that of an "information giver" to a guide who encourages and directs the student in the self-discovery process. Vicarious learning differs from most other types of learning in that the student remains a passive, yet receptive, agent in the information-gathering process.

LEVELS OF ACTIVITIES

Classification of activities by three main levels - Vicarious, Simulated, and Experiential. Each level provides a higher degree of reality testing than the previous.

Experiential

Work/Task Experiences - Group and Independent
Guided/Directed Activities
Use of Learning/Task/Job Tools
Work Setting Observations
Projects
Field Trips

Simulated

Simulated Work Environment

- Interest Centers
- Class Library
- Art/Crafts Corner
- Workbench
- Math/Reading Centers
- Storage Areas
- Exploration/Observation Centers
- Sandtables
- Water Play Areas
- Schoolgrounds

Computer Based Activities

Interviews with Experts

Application, Testing Activities

- Experiments
- Puzzles
- Projects
- Inventions
- Constructions
- Problem-Solving Activities

Vicarious

Audio Visual Aids

- Films, Filmstrips, Loopfilms
- Slides
- Cameras, Photographs
- Study Prints, Pictures
- Cartoons
- Tapes
- Transparencies
- Artifacts/Regalia
- Models, Reproductions
- Television, Radio
- Bulletin Boards
- Chalkboards
- Flannelboards
- Dioramas, Murals
- Exhibits, Displays
- Collections, Hobbies
- Mobiles
- Recordings

Publications

- Books
- Posters
- Newspapers
- Charts, Diagrams, Graphs
- Diaries, Scrapbooks
- Brochures, Monographs
- Magazines, Journals
- Telephone Directory

CAREER PROGRAM OBJECTIVES

Career program objectives are those which specify actual program components, resources, learning activities and personnel considered essential to the attainment of individual program objectives. In planning program strategies, developmental are the broad, generally stated, overall objectives for the individuals in the program. They are not intended to be measurable, but only to give directions to the scope, sequence and level of the program. Behavioral objectives clearly indicate what the student who has achieved the objective will be able to do. In addition, the objective specifies in measurable terms the conditions under which the student is expected to perform and the extent or degree of excellence associated with mastery or achievement.

TAXONOMIES OF BEHAVIOR

Refers to the cognitive, affective and psychomotor domains, each of which has a hierarchy of variables from simple to complex.

AFFECTIVE DOMAIN

That domain dealing with feelings, valuing as characterized by the description of the following variables:

1. Receiving - the learner is aware of or is passively attending to certain phenomena and stimuli (i.e., listening).

2. Responding - the learner complies to given expectations by attending or reacting to certain stimuli or phenomena (i.e., interests).

3. Valuing - the learner displays behavior consistent with a single belief or attitude in situations where he is not forced to comply or obey (i.e., internal commitment consistent with external behavior).

4. Organization - the learner is committed to a set of values as displayed by his behavior (i.e., successful internalization of values).

5. Characterization - the total behavior of the learner is consistent with the values he has internalized (i.e., philosophy of life - totally behaving as you believe).

COGNITIVE DOMAIN

That domain dealing with recall and recognition of facts as they pertain to the following six variables:

1. Knowledge - involves the recognition and recall of facts and specifics.

2. Comprehension - the learner interprets, translates, summarizes, or paraphrases given material.

COGNITIVE DOMAIN - cont.

3. Application--involves the use of material in a situation which is different from that situation in which it was originally learned.

4. Analysis--involves separating a complex whole into its parts until the relationship among the elements is made clear.

5. Synthesis--involves combining elements to form a new original entity.

6. Evaluation--involves acts of decision-making, judging, or selecting, based on a given set of criteria. (These criteria may be objective or subjective.)

PSYCHOMOTOR DOMAIN

That domain dealing with manipulation and performing of observable skills to a degree or proficiency as characterized by the description of the following five variables:

1. Perception--involves the sensory reception of stimuli, e.g., hearing sounds and words, seeing forms and actions, touching or feeling texture, tasting, smelling. Tends to build sensory awareness.

2. Imitation--duplicating an action or behavior in response to perceived stimuli. The individual can display the sensory and motor actions required to repeat an act. Tends to build skill conformity.

3. Manipulation--using sensory and motor actions to respond in an analogous or similar situation in which it was imitated. Shows coordination of sensory and action skills. Tends to build skill recognition.

4. Performance--the individual functions or operates independently of manipulation. Applies sensory and motor skills as a matter of habit or matter of intent. The individual can function in a variety of situations dissimilar to those of manipulation. Tends to build skill independence.

5. Perfection--the individual exhibits a high degree of sensory and motor skill, expertise, sensitivity, and artistry in his performance. Tends to exhibit high level capabilities.

Taxonomy of Activities

Activities which can be used to develop writing skills:

- Reports
- Letters
- Creative/impressionistic stories
- Logs
- Diaries
- Research papers
- Book Reports
- Articles
- Poems
- Autobiographies
- Lists
- Resumés
- Applications

Activities which can be used to develop speaking skills:

- Interviews
- Panel discussions
- Skits
- Debates
- Plays
- Puppet shows
- Oral reports
- Imaginary T.V. Documentaries
- Polls - surveys
- Role playing

Activities which can be used to develop psychomotor skills:

- Drawings
- Posters
- Paste-ups of ads
- Bulletin Board Displays
- Blueprints
- Maps
- Murals
- Albums
- Model-building
- Self portrait
- Collages

Activities which can be used to develop listening skills:

- Listening to directions
- " " instructions
- " " films
- " " tapes
- " " video tapes
- Reports
- Oral readings
- Lists
- Charts
- Graphs

Activities which can be used to develop reading skills:

- Reading articles
- Briefs
- Books
- Instructions/directions
- Newspapers
- Advertisements
- Magazines
- Cartoons

Activities to develop math skills:

- Simulated problems
- Role-playing
- Creating charts/graphs
- Keeping records
- Building models
- Making maps/blueprints
- Math games
- Comparing data

The Dictionary of Occupational Titles (D.O.T.) published by the United States Office of Education classifies all occupations in one of the following clusters:

AGRI-BUSINESS AND NATURAL RESOURCES

- Support and Regulations
- Conservation
- Education
- Research
- Forestry
- Land and Water Management
- Fisheries and Wildlife
- Mining and Quarrying
- Petroleum and Related Products
- Productive Agriculture
- Processing and Marketing
- Service

BUSINESS AND OFFICE

- Accounting
- Computer
- Secretarial Science
- Management
- Personnel
- Finance-Insurance-Real Estate
- Office (Clerical)

COMMUNICATION AND MEDIA

- Journalism
- Motion Pictures
- Recording Industry
- Radio and Television Broadcasting

CONSTRUCTION

- Wood Construction
- Metal Construction
- Masonry Construction
- Electrical Construction
- Finishing
- Equipment Operators
- Engineering and Support Occupations

HOME ECONOMICS-CONSUMER EDUCATION

- Child Development
- Clothing, Textiles and Related Art
- Foods and Nutrition
- Housing, Home Furnishing and Equipment
- Management and Consumer Economic Education
- Personal, Family and Community Relations
- General: Applicable to All Areas

ENVIRONMENT

- Pollution Prevention and Control
- Disease Prevention
- Environment Planning
- Resource Control
- Outdoor Education

FINE ARTS AND HUMANITIES

- The Visual Arts
- Painting and Sculpturing
- Photographer
- The Performing Arts
  - Dance
  - Theater
  - Music
- Music-Related Occupations
- Occupation in Writing
- Architecture
- Religion and Theology
- Language and Linguistics
- History and Museums

HEALTH

- Mental Health and Mental Health Services
- Medical and Biological Science Services
- Dentistry and Dental Science Services
- General Hospital and Medical Office Related Occupations
- Medical Emergency Services
- Administration of Health Services
- Personal and Community Health Services
- Pharmaceutical Science & Services
- Professional Medical Supportive Personnel
- Medical Professions

HOSPITALITY (TOURISM) AND RECREATION

- Commercial and Non-Commercial Travel Bureaus
- Travel Agencies
- Transportation
- Public, Industrial, and Private Recreation (Commercial - Non-Commercial)
- Recreation Concerned With Natural Resources

MANUFACTURING

- Management
- Scientist
- Engineers
- Technicians
- Craftsmen
- Skilled Workers
- Semi-Skilled Workers
- Unskilled Laborers

MARINE SCIENCE

- Research
- Fishing
- Marine Engineering and Technology
- Surface and On-Shore Support

MARKETING AND DISTRIBUTION

- Marketing Management
- Marketing Research and Analysis
- Purchasing
- Sales Promotion and Training
- Selling
- Physical Distribution

PERSONAL SERVICES

- Domestic Service
- Lodging and Related Service Occupations
- Barbering, Cosmetology and Related Services
- Drycleaning, Laundry, and Apparel Services
- Stewards, Attendants, Hosts, and Miscellaneous Personal Services
- Domestic Animal Care
- Food and Beverage Preparation and Service

PUBLIC SERVICES

- Administration and Regulatory Services
- Urban Development
- Education
- Protective Services
- Post Office
- Public Utilities
- Public Health
- Labor Affairs
- Public Transportation
- Social Services, Rehabilitation, Correction
- Parks and Recreation

TRANSPORTATION

- Highway Transport
- Rail Transport
- Airborne Transport
- Pipeline Transport
- Water Transport

SECTION II

SAMPLE LESSONS

Grade(s) K-2
Area(s) World of Work
Subject(s) Social Studies
Art

WHO?

Developmental Objective:

To develop an awareness of work as "job" and "occupations."

Behavioral Objective:

1. Given a description of five workers, the child will be able to state who the worker is.

Procedure:

The following questions could be used for small groups or the whole class. The answers could be listed on charts then pictures from magazines or children's originals could be used for a bulletin board display.

1. Who are some workers who need to know directions?
2. Who are some workers whose jobs are affected by weather?
3. Who are some workers in a supermarket?
4. Who are some workers who carry satchels?
5. Who are workers who grow popcorn?
6. Who are some people who work with pets?
7. What does a cook do?
8. Who are some workers who help transport people and goods?
9. Who are the workers in a pet store? What are their jobs?
10. Who are some workers who work at night?
11. Who are some workers who work in a school?
12. What does a mailman do?

Grade(s) 4
Area(s) Economics
Subject(s) Math, Language

ADS

Developmental Objective:

To develop an awareness of the many factors which affect consumer choices.

Behavioral Objectives:

1. Given a task of choosing certain items from two newspaper advertisements, the child will be able to state which would be the better buy and why.

2. Given the facts, the child will be able to write an advertisement for the classified section of the newspaper.

Procedure:

1. Divide the class into three groups. Using three grocery advertisements from the newspaper, have each group find the total cost of the following list at each store.

5 lbs. sugar	1 head lettuce
3 lbs. coffee	1 gal. milk
3 lbs. chicken	1 can of orange juice
10 lbs. potatoes	1 bunch celery

(The ads will have to be checked to see if all items mentioned are listed. If not, substitute.)

After each group has computed the cost, discuss which store has the best bargains, then give reasons why it might be more feasible to shop at a store closer to their home.

2. Use questions like these for discussion.

   a. Which of the following would be the best buy for beans?

      (1) 1 can of beans at 17¢ a 1 lb. can.
      (2) 1 can of beans at 29¢ for a 28 oz. can.
      (3) 2 cans of beans for 33¢ (1 lb. can size)

   b. You need 3 lbs. of grass seed and a store has the following advertisement.

      (1) 1 lb. box of grass seed for $2.29.
      (2) 2 lb. box of grass seed for $4.00.

      Which would be the best buy for you and why?

3. A newspaper classified advertisement cost 75¢ per line. A line has 25 spaces. Figure the cost for the following advertisement:
   Yorkshire Terrier puppies; 11 weeks old; AKC reg.; puppy shots; contact Mr. Joe after 5 p.m. at 531-7161.

   You wish to sell your old bike. Write an advertisement costing $2.25 stating the facts about the bike, when you can be contacted and where.

Grade(s) K thru 6
Area(s) Individual and His Environment
Subject(s) Language

HAVE YOU HEARD?

Developmental Objective:

To develop an appreciation of the interactions of all environments.

Behavioral Objective:

1. Given a list of five suggestions, the child will be able to state three sounds for each suggestion.

Procedure:

This could be an oral or written lesson. The teacher could put these suggestions on activity cards to fill in those gaps which occur during some days or use them as fill-ins before lunch or afternoon dismissal.

1. List the sounds in a department store.
2. List the sounds at a football or baseball game.
3. Make a list of happy sounds.
4. List soft sounds.
5. What sounds could smoke make?
6. What sounds would you hear on the ski slopes?
7. Make a list of the sounds in school.
8. List the sounds you hear at home.
9. What sounds would you hear in a restaurant?
10. List the sounds at a swimming pool.

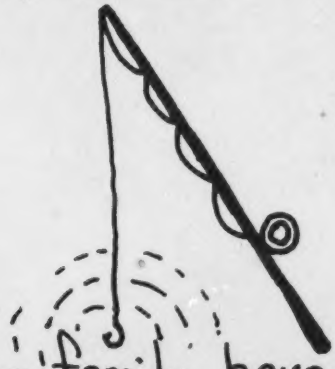
Activity

Grades 3-4

Family Fun Time

People spend their free time doing many things. You do many activities with other members of your family. In the list below, circle the activities that your family does in their free time.

go to the lake
go fishing
go camping
play tennis
go to a play
go to a baseball game
go to a movie
build model cars



go skiing
watch TV
go hiking
play card games
go bicycling
go swimming
play ping-pong
play football
go to a museum

Why does your family have free time activity?

_____

_____

Do you think your answer would be the same as other families? _____

If there are additional activities which your family does, list them on the back.

Grade(s) K - 2
Area(s) World of Work
Subject(s) Language
Art

TREE OF OCCUPATIONS

Developmental Objective:

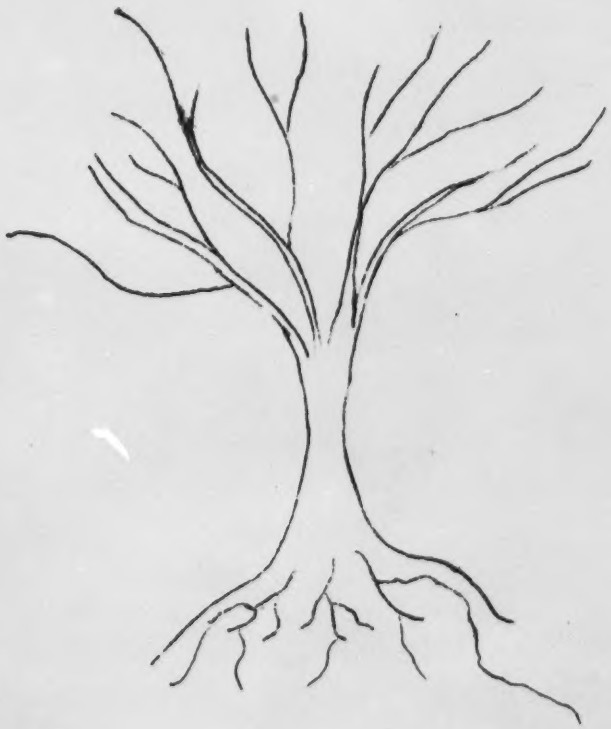
To develop an awareness of the wide variety of parents' occupations.

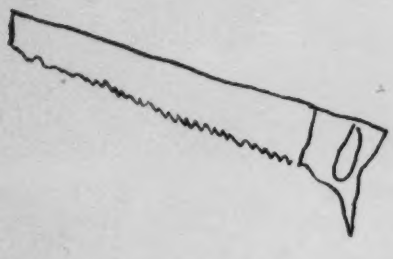
Behavioral Objectives:

1. Given three occupations the child will be able to match the occupation to the proper cluster.

Procedures:

1. Have the children find pictures of parents' occupations or draw originals.
2. Paste the pictures identifying the occupation on leaves and hang the leaves on limbs of a tree.
3. List the different career clusters on the roots of the tree. (public service, health service, manufacturing, transportation, marine science.)
4. Discuss how each occupation has a place in a cluster.





TODAY A SAW - TOMORROW A HAMMER

On a table have a display of tools or pictures of tools from magazines or catalogs used by various workmen. Examples: hammer, screw driver, saw, etc.

Discuss these tools, who used them, for what purpose are they used and where it came from.

Let the student choose a tool and then assume the role of the tool. Write a paragraph or short story about the tool.

Activity

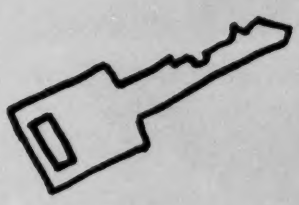
Grades 4-6
Subjects Language Art

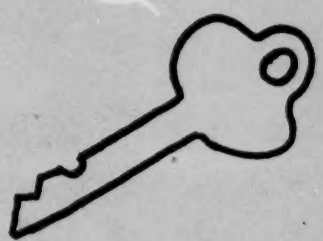
Which Key?

Keys come in interesting sizes and shapes and can help rouse the imagination for a lesson in creative writing. Ask the children to bring in any old keys. Let them handle and discuss the keys. Decide what a key can open - - - door, drawer, trunk, an old desk, happiness, love, anger, etc.

Then the class could write a story about what they would open for the world if they had the key.

These could be used in a bulletin board display with keys made from construction paper placed around the stories.





Grade(s) 4 through 6
Area(s) World of Work
Subject(s) Language

OCCUPATIONAL SYNONYMS

Developmental Objective:

To develop an awareness that various occupations can be labelled with different names.

Behavioral Objective:

1. Given a list of occupations, the child will be able to give at least one other name by which that occupation is called.

Procedure:

Use the yellow pages of the phone book. Ask the children to look up the word barrister in the yellow pages. When they can't find the word, have them look up barrister in the dictionary. There they will find the word lawyer. When they check back in the yellow pages they are referred to attorneys. (Three words having the same or similar meanings.)

Make a list of these on the chalkboard or on a special chart.

Others to be used: doctor, minister, bookkeeper, etc.

Materials:

Telephone Books, Dictionaries

Grade(s) 3
Area(s) World of Work
Subject(s) Language
Art

TRANSPORTATION ALPHABET

Developmental Objective:

To develop an awareness of the variety of modes of transportation in the world.

Behavioral Objectives:

1. Given 10 letters of the alphabet ,the child will be able to state or write a mode of transportation for each letter.

2. Given five modes of transporation, the child will be able to tell a job essential in the operation of that transportation.

Procedure:

1. Put the alphabet on the chalkboard. Ask the class for modes of transportation. This may take two or three days. The following are some suggestions.

   A - airplane, automobile
   B - bus, bicycle, blimp, boat, burro
   C - car, camel
   D - dinghy, dune buggy, dog sled
   E - elephant, elevator
   F - fire engine, fork lift
   G - glider, gondola
   H - helicopter, horse
   I - iceboat, international truck
   J - jet plane
   K - kangaroo, ketch, kayak
   L - llama
   M - moving van, motorcycle, monorail
   N - Nautilus submarine
   O - ostrich, oxen, omnibus
   P - police car, pony, pogo stick
   Q - Queen Elizabeth II (ship)
   R - rickshaw, roller skates, race car
   S - skate board, ship, sled, sailboat, skis, snowshoes, schooner
   T - train, tricycle, tractor
   U - unicycle, unidentified flying object (UFO)
   V - vehicle (van)
   W - wheel barrow, wagon
   X - x-ray mobile (TB)
   Y - yak, yacht
   Z - zebra, zebu

2. After the alphabet has been developed have the children discuss the jobs involved in operating some of the modes of transportation.

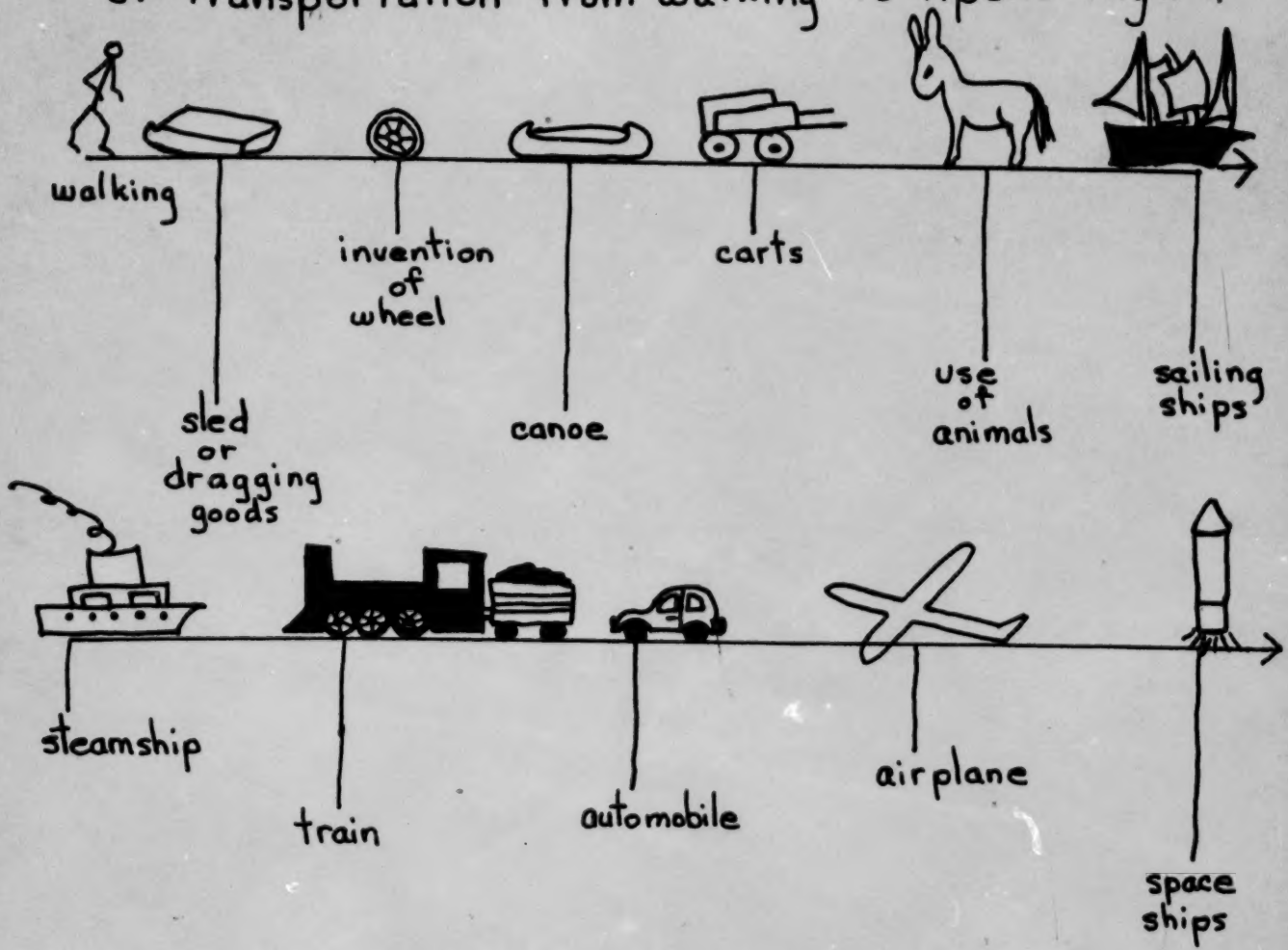
3. A bulletin board display could be a result of this. Use the modes of transportation and the letters of the alphabet scattered around the bulletin board in a collage effect.

Activity Grade 3

Transportation

Procedure:

Develop a time-line showing the evolution of transportation from walking to Apollo flights.



Materials: filmstrip from Career Development Office
Careers in Transportation

Grade(s) K-2
Area(s) Economics
Subject(s) Social Studies

THE NAME OF THE GAME IS "IF"

Developmental Objective:

To develop an awareness of the skills and information that helps us in buying things.

Behavioral Objective:

1. Given a number of items which satisfy needs and wants, the child will be able to identify the workers who supply the needs and wants.

Procedure:

This game is played using needs and wants as a basis.

If your hair had to be cut, whom would you need?

Answer: a barber or hairdresser

If you had been promised a new coat, whom would you need?

Answers: a designer
a tailor or seamstress
a store clerk

If you had been promised an ice cream cone, whom would you need?

Answer: a farmer
ice cream manufacturer
store clerk

Teachers' Notes:

Grade(s) Kindergarten
Area(s) Self
Subject(s) Language

THINK OF . . .

Developmental Objective:

To develop awareness of one's own interest development.

Behavioral Objectives:

1. Given three phrases, the child will be able to complete the phrase with a descriptive word.

Procedure:

This involves completing phrases with descriptive words.

Have the children close their eyes. Say "A red _____."

Let the children keep their eyes closed for a few seconds, then have them open their eyes and tell what they thought of as you repeat "A red_____."

These could be used also

a sad _____

a happy _____

a lovely _____

an angry _____

a proud _____

a cold _____

a warm _____

Grade(s) 5-6
Area(s) The Individual and His Environment
World of Work
Subject(s) Language

THE IMPORTANT THING

Developmental Objectives:

To develop an appreciation that through work people meet their needs.

To develop an awareness of the wide variety of occupations in which an individual's talents can be effectively utilized.

Behavioral Objective:

1. Given a specific occupation, the child will be able to state or write at least four sentences about the occupation.

Procedure:

The student develops upon his generalizations in this type of writing and elaborates by adding appropriate examples or details.

Use this form: opening sentence presents the main idea
useful elaboration follows
close the paragraph with main idea repeated

The following are some examples:

1. The important thing about the principal is that he is the boss. He tells the children what to do. He tells the teachers what to do. And sometimes, he tells the custodians what to do. But - - - the important thing is that he is boss.
2. The important thing about the waitress is that she is cheerful. She takes orders from the customers. She gives orders to the cooks. She takes orders from the manager. But - - - the most important thing about the waitress is that she is cheerful.

Grade(s) 2
Area(s) World of Work
Subject(s) Social Studies
Art
Language Arts

ARE THEY AWARE?

Developmental Objective:

To develop an awareness that through work people meet their needs.
- Food
- Clothing
- Shelter
- Psychological Needs - Safety

Behavioral Objectives:

1. Given a list of supermarket workers, 90% of the children will be able to describe five workers in a supermarket.
2. Given a fruit, 90% of the children can tell seven workers needed to bring that fruit to the supermarket.
3. Given five fruits they like and do not like, 85% of the children will be able to tell the fruits they do not like and why.
4. Given four pictures of meats and dairy products the children can match the pictures with the animals.

Procedures:

1. Discuss the supermarket and its workers with the children to find out what they know about the supermarket. Try to bring in all the jobs and clear up any misconceptions the class might have.
2. Following the discussion you could do this:

   Give the children the answers.

   Examples: manager
   cashier
   producer manager
   butcher
   stock boy
   carry out

   Then have the children supply the questions. Example: Who puts the cans of food on the shelves?

3. Divide the class into seven groups. Assign each group one of the following: apples, oranges, grapefruit, bananas, pineapple, coconuts, peaches.

   Show the slides of the fruits.

   Have each group select a recorder, then do research on their fruit.

   The groups should record each of the workers necessary to bring that fruit to the supermarket.

   Supply each group with some shelf paper so they can make a mural of all the workers involved.

   Use these murals for a bulletin board display.

4. Bring in fresh, canned, and dried fruits. Have the children taste the fruits. Then they could record why they like or why they do not like the fruit.

5. On the chalkboard list some animals, meats and dairy products.

   Examples:

steer	pork	eggs
hog	veal	milk
pig	beef	cottage cheese
lamb	poultry	cheese
calf	duck	butter
chicken	lamb	
turkey	goose	
sheep	mutton	
goose		
duck		
cow		

   Discuss these so the children understand all the terms listed.

   Next see if they can match the meats and dairy products to the animals.

Resources:

Slides or pictures on fruits and meats

Filmstrip, "The Story of Fruits and Vegetables." SVE

Books:

Fenton, Carroll. Fruits We Eat. New York: John Day Company, 1961.

Green, Mary Moore. About Apples from Orchard to Market. Melmont Press, 1960.

Green, Carla. I Want to be an Orange Grower. Chicago, Illinois: Children's Press, Inc., 1957.

Materials:

shelf paper, crayons, paints or felt pens
canned, dried, fresh fruits

Grade(s) 5
Area(s) Economics
Subject(s) Social Studies
Language
Art

COMMUNITY TAX-SUPPORTED SERVICES

Developmental Objective:

To appreciate the role of community service workers as contributing to people.

Behavioral Objectives:

1. Given a task, the child can list four (4) ways in which problems of fires, water pruification, sanitation, and teaching children are solved by cities.

2. Given a role, the child will be able to describe the responsibilities, advantages, and disadvantages, source of his salary, and importance to the community of his job.

3. Given a Let's Pretend situation, the child can describe what will happen in the city.

Procedures:

1. Discuss how problems of fires, water purification, sanitation, and teaching children are solved in cities.

2. Before showing the slides or filmstrips divide the class into four (4) groups. Instruct each child to assume the role of one of the following, depending upon his group assignment:

   a. a city fireman
   b. water treatment worker
   c. sanitation worker
   d. elementary school teacher

   Each group should elect a leader and recorder. Place the following questions on the chalkboard for group discussion.

   Who is your employer?
   How did he get his position?
   What are the job's responsibilities?
   Could you perform all the duties of your job alone?
   What other people might be needed?
   Who pays you?
   What is the source of his money?
   What are some of the advantages of your job?
   What are some disadvantages of your job?
   How important is your job to the citizens of the community?
   What would happen to the citizens of a city if your job did not exist?

   At the end of the period each group should report its conclusions to the class, while the class secretary records them. Set the conclusions aside until the slides or filmstrips are shown.

3. In viewing the slides, ask each group to decide whether or not it had considered all aspects of its occupation. Examples of questions which could be used:

   a. Fire Station slides

      Did you think you might have to stay away from home overnight?
      Where was this picture taken?
      Why is this necessary?
      Do you know any firemen?
      Did you discuss what you would wear?
      Who do you think provides the firemen's uniform?
      Does he buy it himself or is it furnished?
      Did your group discuss the kind of vehicles you would be using?
      Did you include all of these?
      Where does the money come from to provide the equipment?
      Is it expensive?
      How do you know?
      Did you think about "house cleaning" tasks such as taking care of these hoses?
      What other work of this type do you think a fireman must do?
      What responsibilities do you think a fireman has besides answering fire alarms?

   b. Water Treatment Plant slides

      Did you have your place of employment pictured like this?
      Can you establish the reason for this type of "layout"?
      What do you think this man is doing?
      Did you include this in your ideas?
      Why is this worker's responsibility so important?
      What's happening here?
      What is the importance of this step of the operation?

   c. Sanitation Department slides

      What vehicle had your group included?
      What besides this one did you think of?
      Where was this picture taken?
      Do you know what happens next?
      Did you include this piece of equipment?
      What advantage might this worker have over the ones driving the pickup truck?
      Do you think he might get paid more? Why or why not?
      Did you include this part of your occupation?
      Could you explain what might happen on a typical day on this man's job?
      Would he have the same job all year?
      What else might he do?
      When might he not be able to do even this job?
      Would he still get paid? Why or why not?
      What is this piece of equipment?
      Did you include it in your discussion?
      What are they doing?

c. Sanitation Department slides (cont'd.)

How is this related to the sanitation department?
Did you include people who might be working with this kind of material?
How is this related to the two slides we just saw?
Do you think this man has year-around employment?
Do you think the city has steady workers of this type?

d. Elementary school teacher slides

Do these scenes look familiar to you?
Did you include preparation for this type of work in your discussion?
What responsibilities do teachers in some schools have besides classroom work? Other duties?
How many times have you been to your teacher's desk or she to yours?
What kind of work is this?
What must the teacher be prepared for besides what she has planned?
With what other people besides students does a teacher work?
What do you think is happening here?
What is the teacher doing?
What do you think a teacher does while students are at recess?
Gym?
Lunch hour?
After school?

4. Following the discussion of the slides, ask the students what they had thought of in their groups that was not shown on the slides. Usually the groups do not include facets of the jobs that the slides or filmstrip reveal. Next check the groups' initial lists against the slides. Were there any misunderstandings that the slides or filmstrip helped eliminate? Are there questions the slides did not answer? How can we find the answers for them? At this point the writing of letters, interviews, and research assignments should be made.

5. While waiting for replies to letters and interviews, each child could choose one of the four (4) groups of occupations shown. He might write a resumé of his work as he saw it. These are not "glamorous jobs" so it might be necessary to review the importance of these workers. Ask the children to include preparation, job training skills needed, etc. in their paper. With each resumé, the children might make a collage of their occupations. These collages will have to be small since pictures are limited. To make the collage use oak tag background with magazine and newspaper pictures glued on, overlapping haphazardly. A bulletin board display of the resumé papers and matching collages could be made.

6. An interview of each other might be done as a role-playing activity. Have the class submit the questions. One child may act as the interviewer of a certain worker. The roles could be interchanged.

7. Let's Pretend

Let's pretend that the city has been without firemen, sanitation workers or water treatment workers for one (1) week.
What do you suppose the city would be like?
How would it change our daily lives?
What problems would arise?
How would you solve these problems at your home?
How much of your time would be involved?
Allow the students to write a few ideas and then hold an open-ended discussion.
Encourage all to express their ideas freely with no emphasis on correct or incorrect responses. This type of questioning can be very helpful to reveal any misunderstanding.
The children may ask to have a fireman and a sanitation worker visit the classroom.
Also a trip to the water treatment plant could be arranged.
The teacher could answer questions about teaching.

Resources:

Slides or filmstrip on community tax-supported services
City fire department
Water treatment plant
Sanitation department
School personnel

Evaluation:

Organize debate teams of four or five.
Various topics:
"I am a fireman. My job is more important than a water treatment plant worker because ..."
or
Teacher vs. sanitation worker
Fireman vs. sanitation worker

After the debates the children should come to the conclusion that the jobs are equally important.

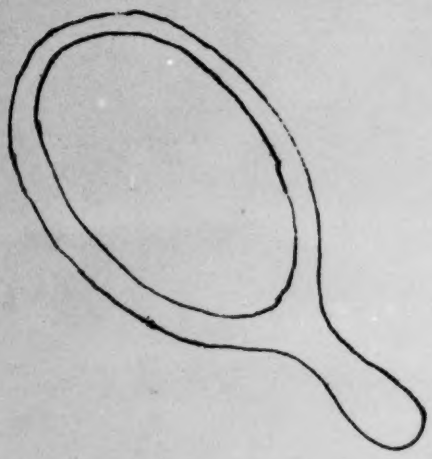
Problems of how these workers are supported and why taxes are the most convenient method could arise.

The children should agree that it is less expensive for citizens to pay taxes for these services than to depend on private concerns.

ME

and

OTHERS



THE MAGIC MIRROR

Have you ever wished you had a magic mirror so you could see yourself as others see you? Pretend you're looking into the magic mirror. Read the words, if you think the word describes you as others see you, put a check (√) next to the word. If you do not think the word describes you as others see you put an X next to the word. If you are not sure put a zero (0) next to the word.

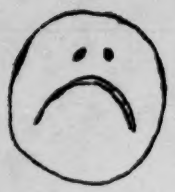
Characteristics

courageous	_____	unselfish	_____
loving	_____	dependable	_____
loyal	_____	trustworthy	_____
hard-working	_____	sneaky	_____
hateful	_____	honest	_____
selfish	_____	humorous	_____
jealous	_____	generous	_____
considerate	_____	shy	_____

Circle the words that describe how you would like to be.

Do you think others see you as you see yourself? _____

_____



Grade(s) Kindergarten or First Grade
Area(s) Self
Subject(s) Language Art Social Studies

ALL HAVE FEELINGS

Developmental Objective:

To accept one's interest patterns as uniquely his own and growing.

Behavioral Objectives:

1. Given a task to express a feeling, the children could express the feeling and relate an experience that made them feel this way.

2. Given these feelings the children could interpret a feeling with an illustration.

Procedures:

1. You could begin the discussion by asking one child up in front of the class and whisper in his ear to smile a big smile for the class. Ask the class how the child looks. (Happy - like he knows a surprise, cheerful like somebody's made him happy.) Continue by asking them if they have ever smiled and felt happy. What made them happy? (A present, Mother's hug, a warm cookie, Grandma coming to visit, etc.) Explain that happiness is a feeling. We show it on our faces by smiling but we also feel it inside our bodies. Help the children understand that a feeling is bigger than a smile or a frown. A feeling is something we feel all over.

   Using the title "See what made me happy" have each child draw a picture of a time when he felt very happy.

2. By showing the children a picture of an obviously happy child, review their understanding of what is meant by "feelings". Follow this up with a picture of a tearful child. Ask the class what could have made the child cry. (The child had fallen, a lost dog, a friend moving away.) Encourage a discussion of various feelings.

   At the top of a large piece of chart paper write the words "We Can Feel" and have the children give words to list underneath. The children could illustrate the list, perhaps with little circle faces that show various expressions. Guide the class to the conclusion that we all have different kinds of feelings.

   Each child could make a four page booklet with words from the "We Can Feel" list. Sentence strips such as I can feel happy. I can feel sad, I can feel mad, etc., could give the child a title for the page, then he could illustrate it.

3. Give the children a chance to share their "feelings" pictures. Review the concept that all people have feelings and that there are different kinds of feelings. Select a child's drawing of a sad child and ask the following questions:

   Have you ever felt like this? When?
   Do you still feel like this today?
   What made you feel better?

   Continue the class discussion by showing another picture and giving examples of how that particular feeling was changed. Mention how other people help us change our feelings. See if the children can comprehend the concept that feelings can be changed.
   Re-examine the child's picture depicting sadness. Question the children what they could do to feel better if they felt sad.

   On chart paper write the heading "When I am sad I can . . . .

   Ask the children for suggestions. For a follow-up activity, have the children draw on one side of a sheet of paper an incident that caused them sadness and on the back side what they did to feel better.

Materials:

Filmstrip from Focus on Self Concept, Stage One: Awareness. SRA Kit "Circle of Feelings."

Giant Puppets for role-playing.

Grade(s) 5-6
Area(s) Self
Subject(s) Language

VALUES - WHAT ARE THEY?

Developmental Objective:

To acquire a knowledge of one's own values in relation to family and peers.

Behavioral Objectives:

1. Given a list of value statements, the student will be able to indicate his values and discuss them with his classmates.

2. Given the assignment, the child will be able to write a page dealing with his own values.

Procedures:

1. Introduce a class discussion by stating, that you entered a supermarket and asked the manager, "Do you have any pears?" When you asked this question you expected a factual answer. It is a fact the store has pears or does not have pears. But if you ask, "Are your pears good?" You are asking for a value statement. A value statement usually refers to what is best, what is wanted, what is desirable or what ought to be done.

   When people make a choice between two ways of behaving, they are making a value judgment. People make value judgments about their home, school, community, country, work, leisure, and other people. We all have different values about people.

2. Prepare a ditto paper using these statements:

VALUES

The following are value statements about people. If you agree with the statement circle the letter in front of the statement.

1. a. All people should try to be alike.

   b. All people should try to be different.

2. a. It is important to have one best friend.

   b. It is important to have several friends.

3. a. I would rather be popular than pretty/handsome.

   b. I would rather be pretty/handsome than popular.

4. a. Everyone old enough to vote should vote.

   b. One person's vote is not very important.

5. a. My family is more important to me than friends.

   b. My friends are more important to me than my family.

6. a. You can't tell what a person is like by looking at him.

   b. You can judge a person by his looks.

7. a. I would rather tell someone what to do than do it myself.

   b. I would rather do tasks myself.

8. a. I would rather make decisions for myself.

   b. I would rather have someone make decisions for me.

9. a. A person should always tell the truth.

   b. Telling the truth is not always the best thing to do.

10. a. Left-handed people are not as smart as right-handed people

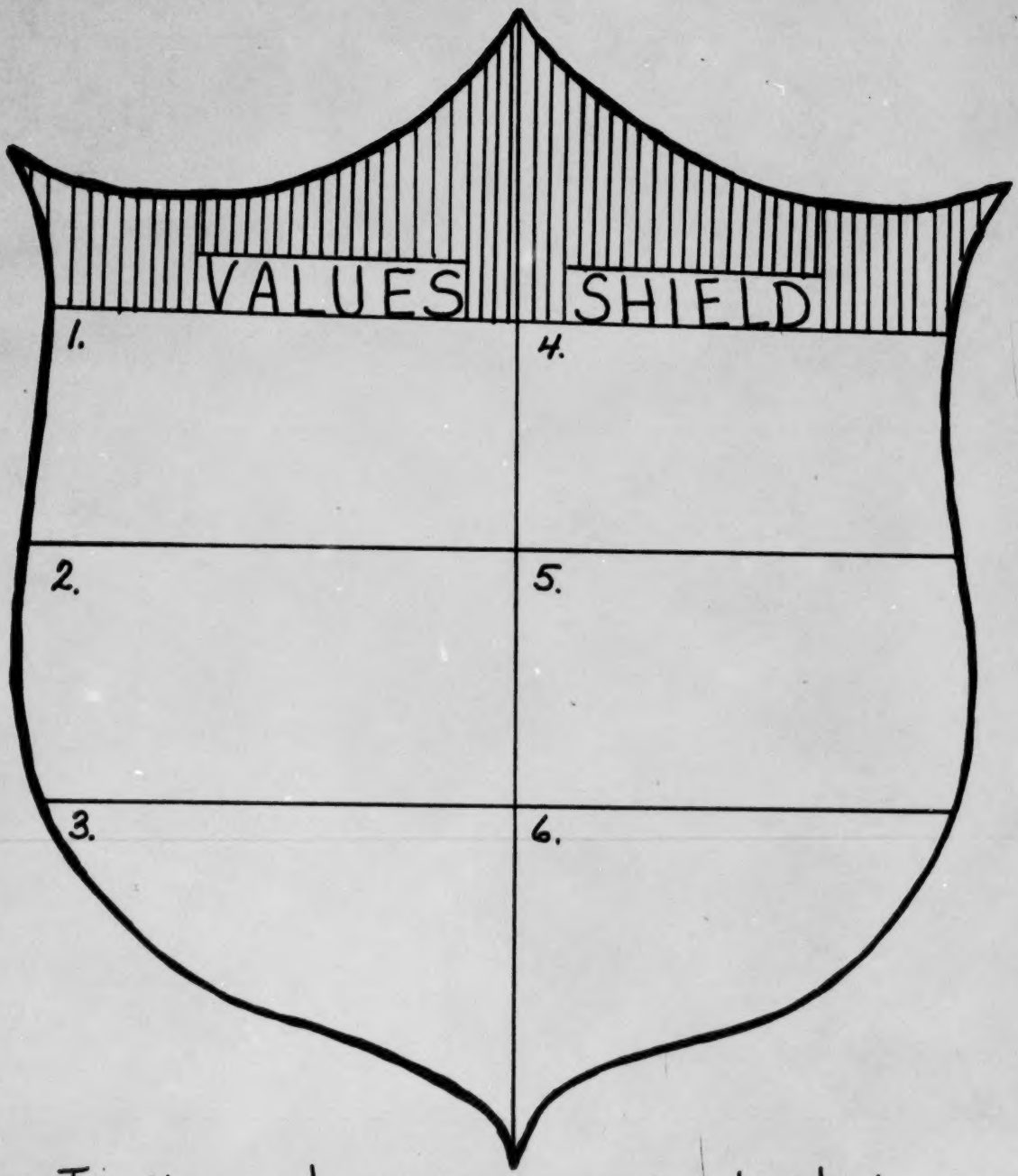
    b. How smart a person is has nothing to do with whether he is right or left-handed.

11. a. Girls can spell better than boys.

    b. Boys can spell better than girls.

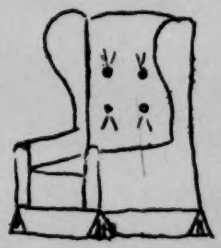
12. a. Boys are better in math than girls.

    b. Girls are better in math than boys.



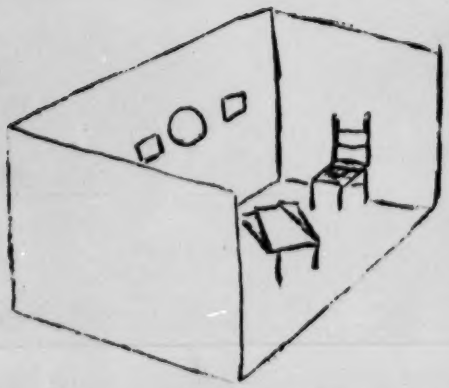
In the numbered parts on the shield, please write:

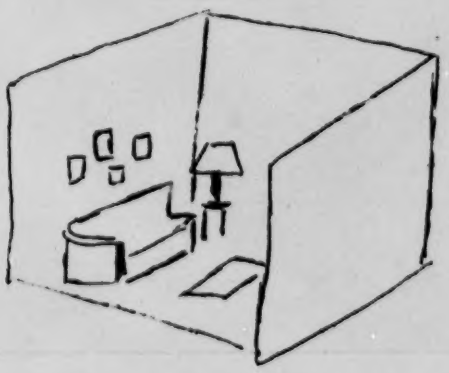
1. Two things you dislike
2. Two things you respect most
3. Three lifetimes goals
4. Three reasons for living
5. Two problems you would like to solve
6. Three words you most want to be remembered by



A ROOM WITH FEELING

The teacher, to show the effect environment has on feelings, could have each pupil design a room that fits his own idea of a happy room, a sad room, an angry room, and a scary room. Emphasis could be given not only to the colors in the room, but to space, shapes, textures, types of furniture, and views, that might affect the mood of the person in the room. Also the pupils might select pictures of houses or rooms from newspapers or magazines that would fit an assigned concept. The drawings and pictures could be compared by the class to see which element of design affect many people the same way and which vary their impact with the individual.





A

LOOK

at

MY EDUCATION

NAME _____

If I had to give myself grades for the following subjects, I would give:

READING	_____	SPELLING	_____
ARITHMETIC	_____	HANDWRITING	_____
SCIENCE	_____	ART	_____
SOCIAL STUDIES	_____	GYM	_____
LANGUAGE	_____	MUSIC	_____

I think my success is GOOD FAIR POOR (circle one)

If grades were money I would be RICH SATISFIED POOR (circle one)

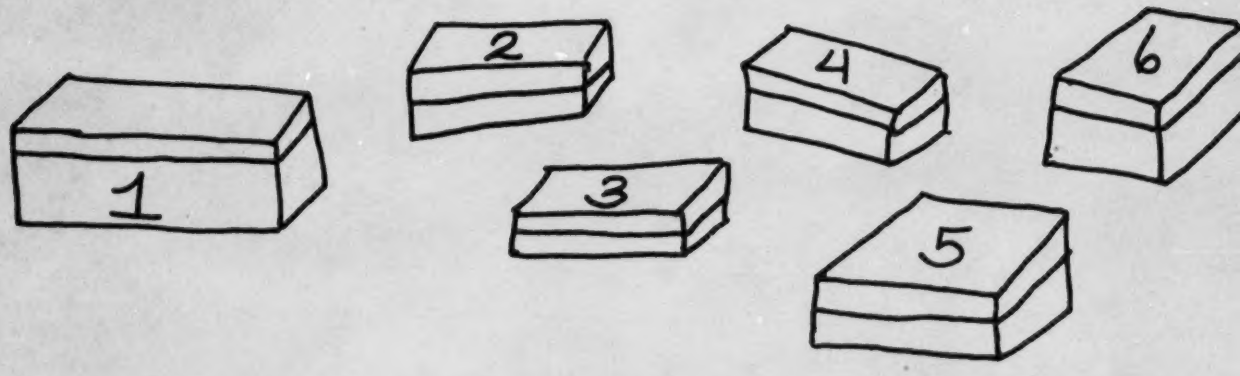
With grades like mine, I might be able to get a job as a _____

_____

This job would require me to _____

_____

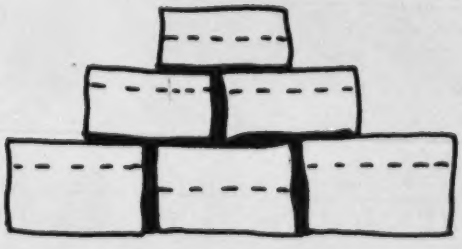
Decisions-Decisions-Decisions



Here are six boxes. Let's imagine that in the first box is love, the second good health, the third power, the fourth knowledge, the fifth respect, and the sixth wealth. Choose one of the boxes and explain the reasons for your choice

or

You place a value on each of the boxes Then choose a box giving an explanation for your choice.



SUPER HERO

SUPER HEROINE

As an exercise in creative writing, ask the children to forget the real world and dream up a superhero or superheroine. To get an indication of what the children consider important in a choosing situation, have them write a short story showing this character faced with many alternatives from which a choice must be made. The supercharacter comes through and makes a choice. The children should be used to have their character explain what he or she based his or her decision on.

WHAT KIND OF A PERSON AM I?

All of the things listed below are important in getting along with others at home, at school, and in play.

Place a check mark in the right column if you feel you do these things well or if you feel you need to improve.

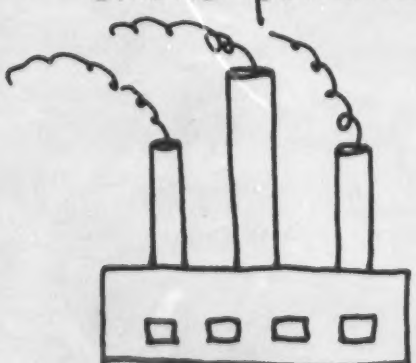
AM I	DO WELL	NEED IMPROVING
1. Honest with myself and others?	_____	_____
2. Kind and understanding?	_____	_____
3. Cheerful??	_____	_____
4. Willing to cooperate at home, at school, and at play?	_____	_____
5. Dependable, finishing things I start?	_____	_____
6. Modest when I do something well?	_____	_____
7. Clean and neat?	_____	_____
8. Not too demanding of others?	_____	_____
9. Courteous and well-mannered?	_____	_____
10. Always on time?	_____	_____
11. Thoughtful of others?	_____	_____
12. Ready to volunteer to perform tasks?	_____	_____
13. Ready to offer suggestions?	_____	_____
14. Able to take orders well?	_____	_____
15. Careful and accurate about details?	_____	_____
16. Loyal to people I like?	_____	_____
17. A good friend?	_____	_____

If I Were an Animal

Discuss animals - how they live, how they might feel about other animals, how they see people - as their enemy or friend, how they feel about their environment, what would happen if they were moved from their natural habitat to another place.

Example:

A student could choose to become a skunk or a pig. As a skunk, people thought he smelled very bad. As a pig, people thought he was very dirty. But on a trip to the city from their homes in the woods and on the farm, they discovered people smelled much worse and were dirty --- due to garbage pollution, smoke pollution, and many other "city" smells.



IN WHOSE SHOES WOULD YOU LIKE TO WALK?

Each of us looks up to and admires someone whom we know. Usually there is a special quality about that person which makes us think that he or she is "great." Sometimes we would even like to walk in that person's shoes. In the space below, make a list of people you admire. Beside each name, write a word that tells what trait you like most about him.

Example: Mother - gentle

Dad - strong

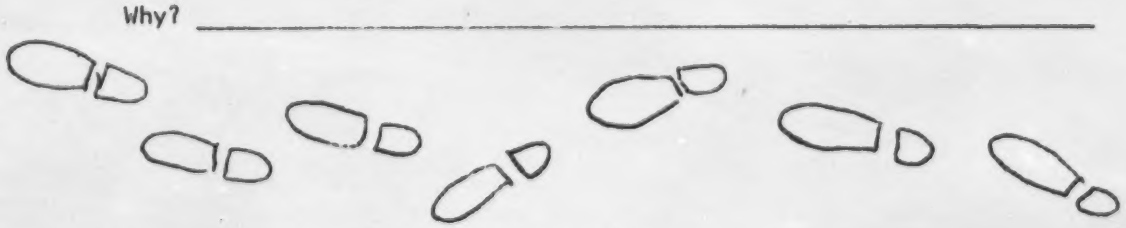
People I admire	What I like about them
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

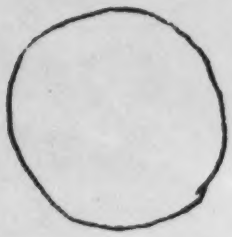
Do you have any of the traits you mentioned? _____

Which ones? _____

Do you think you are capable of being like any of the people you mentioned? _____

Why? _____





THE ME NOBODY KNOWS

This writing activity could be done when you feel the classroom climate has developed into an easy comfortable situation.

You could begin a discussion by talking about the moon. How the part we see is like the people we see. We see and know the outside of people and the moon. But the moon has a dark side we never see. As individuals we are like the moon - there are parts of our personalities, thoughts, and ideas that we never share with others. Ask the class to write about some secret phase of themselves.

These papers should not be shared with the class unless the student is willing. Many times insights are revealed that were not known before and the pupils may not wish their intimate thoughts exposed.

My name is _____ Date _____

My teacher's name is _____

1. I like to work by myself because -_____

_____

_____

2. I like to work with other children because _____

_____

_____

3. The game I like best is _____

_____

4. After school, the thing I like most to do is _____

_____

_____

5. The thing I do best is _____

_____

_____

6. My best friends are people who _____

_____

_____

7. The subject I like best is _____

_____

8. In school I wish we could _____

_____

_____

Grade(s) 1
Area(s) Self
Subject(s) Social Studies

YOU AND OTHERS

Developmental Objective:

To develop a knowledge of one's work value.
- Others' perceptions
- Influence on others
- Influence of others
- Morality
- Choice

Behavioral Objectives:

1. Given class discussion, each child will be able to state a way in which he relates to his family, friends, classmates, and teachers.

2. Given a sharing situation, the child will be able to describe his reaction to the situation.

3. Given a working-together activity, the child will be able to talk about the need for sharing and cooperating with others in order to complete work tasks.

4. Given a class discussion, each child will be able to contribute at least one idea about the care of property and why he feels this type of care is important.

5. Given a particular picture where litter is shown, the child will be able to relate the way in which avoiding litter affects others.

6. Given a choice of pets, each child may choose one pet, then describe how to care for and handle a pet.

Procedures:

1. The discussion pictures from The Beginning Social Studies could be used to initiate this lesson.

   The teacher might choose to use some of these pictures: Theme 3, 5, 6, 8, 10, 12, 15, 16, 17. These pictures will show people involved in many ways with other people. They will introduce and illustrate how people relate to others and that our behavior is inter-related to those around us-family, friends, classmates, and teachers. Also illustrated is how our behavior depends on our feelings toward others and our "self image."

2. Survey the class to find out how they feel about sharing. (Examples: What things we should share and why. Some things are not for sharing - toothbrush, silverware, etc. - why.) Present the class with a non-sharing activity and have some members of the class role play. "Sherman, the Sharing Shark," from The Purple Picker-Upper and His Friends might be read to the children, then the children could role play the characters in the story. Or the teacher could give the class an incident which occurred in the classroom. Also the filmstrip on sharing, How the Lollipop Dragon Got His Name, could be shown. After viewing the filmstrip it is suggested the children make a picture titled "Sharing."

This is to be kept for the booklet which could be developed.

3. Divide class into small groups of 5 members. Give each group an assignment which requires working together. Example: puzzle with 3 parts each which makes a colored circle. Mix pieces up - hand each child in group an envelope containing three pieces. Then have them begin to put the pieces together. They must be offered a piece or exchange a piece to make their circle by mutual consent. They may not talk. They have to learn by working together that each will come up with a different colored circle. "Working Together" from the Lollipop Dragon may be shown. Again, a titled picture for the booklet could be done.

4. Have the children draw a picture of their home depicting some work task to show the care of property. (Examples: painting house, mowing grass, raking leaves, washing windows, etc.) Also a picture of the school or their classroom could be drawn showing care of this property.

5. Read the story, "Terry, the Turn-Taking Turtle" from The Purple Picker-Upper and His Friends, David C. Cook Publishing Company. After hearing the story, the class may have a circle discussion of ways they could help Thomas. This type of discussion will allow the teacher to see if the objective of the lesson was comprehended. Another picture may be drawn for their booklet.

6. Show the filmstrip about litter from the Lollipop Dragon. After viewing the filmstrip, a discussion could follow, then the children could show, either by a drawing or a story, their interpretation of the filmstrip.

7. Survey the class to find how many children have pets and what feelings they have about treating and caring for their pets. Make a list of the animals which make good pets. Have the children find a picture of their pet or if they don't have one, one they would like to own. Mount this for their booklet. Show the filmstrip from the Lollipop Dragon about Animals and Pets.

Materials:

Muessig, Raymond H. Discussion Pictures for Beginning Social Studies. Harper Row, 1967.

Tester, Sylvia. The Purple Picker-Upper and His Friends. David C. Cook Publishing Company, 1968.

Filmstrip: Adventures of Lollipop Dragon. SVE

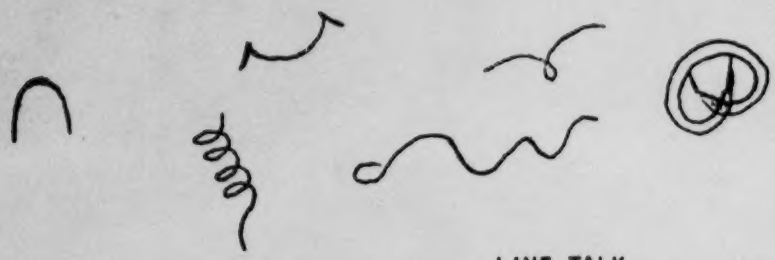
Books:

Evans, Katherine. Bundle of Sticks. Chicago: Whitman, 1962.

Record:

Heide, Parry and Sylvia Worth Van Clief. That's What Friends Are For. Scholastic Records.

Grade(s) K-2
Area(s) Self
Subject(s) Art
Language



LINE TALK

Developmental Objective:

To accept one's own values as current
Environment values
Culture values

Behavioral Objectives:

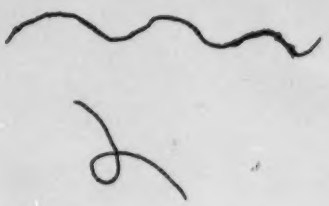
Given two shapes, the child will be able to demonstrate how he would show that situation with concrete materials.

Procedures:

1. Draw a straight line on the board and identify the line as a horizontal line.
2. Give each child a piece of yarn and a 12' x 18" piece of construction paper.
3. Let the children play with the yarn on the paper and change it into various shapes such as a happy line, a sad line, a winding river, a windy day, a pretzel, spaghetti, a snake, a curl of hair, or a bird flying.
4. Have the children shape the line any way they wish and paste it on the paper. The teacher or child could write a sentence telling what his line represents.

Materials:

yarn, construction paper, paste or glue



SECTION III

LIST OF INSTRUCTIONAL MATERIALS

CAREER DEVELOPMENT

INSTRUCTIONAL MATERIALS

Mansfield City Schools

The two lists of instructional materials, K-3 and 4-6, on the following pages are arranged by the career developmental areas:

K-3,	Self The Individual and His Environment World of Work Economics
4-6,	Self The Individual and His Environment World of Work Economics Education and Training Work Adjustment and Employability Vocational Decision-Making

All instructional materials are available upon request to the Career Resource Teacher assigned to each building. Many of the materials are applicable to the development of more than one area.

The Adventures of the Lollipop Dragon, SVE — 6 filmstrips and 3 records

The First Things: Guidance Associates — 5 filmstrips

Who Do You Think You Are? Three 5-7 minute filmstrips/record
Guess Who's In A Group? Three 5-7 minute filmstrips/record
What Happens Between People? Two 5-8 minute filmstrips/record
You Got Mad: Are You Glad? Two 6-7 minute filmstrips/record
What Do You Expect of Others? Three 4-5 minute filmstrips/record

Focus on Self Development: Awareness — SRA — Kit - filmstrips, records, posters

Helping Is a Good Thing, SVE — Record

Robert and His Family, SVE — filmstrips and record

The Most Important Person, EBF — 16mm films, 4-5 minutes each

Attitudes

Oops, I Made a Mistake
I'm Lonely
Why Not Try!
We Can Do It!
It's Not Much Fun Being Angry
Nothing Ever Seems to Work Out for Me

Identity

I'm the Only Me
Where Are You in Your Family?
How Do We Look?
What Do You Think You Want To Be?
Every Family Is Special
The Most Important Person

Feelings

Feeling Good, Feeling Happy
I Used to Be Afraid
Different Kinds of Love

DUSO (Developing Understanding of Self and Others) American Guidance Service — Puppets, Posters, Songs and Stories

Puppets: Family Members, Holcomb, life size

Flannel Board Figures: family members, Instructo

THE INDIVIDUAL AND HIS ENVIRONMENT K - 3

The Adventures of the Lollipop Dragon, SVE	6 filmstrips and 3 records
Milton Bradley Playskool Village	
The Kingdom of Could Be You, EBF Communication Environment Health Personal Service Recreation Transportation	16mm films (5 minutes)
Community Workers and Helpers, SVE Group I	4 filmstrips and 2 records
Workers Make the World Go 'Round Produced locally	filmstrip and cassette
The Purple Picker Upper, David C. Cook	posters and stories

WORLD OF WORK - ECONOMICS K - 3

The Kingdom of Could Be You, EBF	16mm films (5 minutes)
The Kingdom of Could Be You	
Agri-business	
Business and Office	
Communication	
Construction	
Consumer Homemaking	
Environment	
Fine Arts and Humanities	
Health	
Manufacturing	
Marine Science	
Marketing and Distribution	
Personal Service	
Recreation - Hospitality - Tourism	
Transportation	
Workers Make the World Go 'Round Produced locally	filmstrip and cassette
Careers in Transportation Produced locally	filmstrip and cassette
How We Get Our Foods, SVE	4 captioned filmstrips
How We Get Our Homes, SVE	4 captioned filmstrips
How We Get Our Clothing, SVE	4 captioned filmstrips
Dairy Product Delivery, Denoyer Geppert	filmstrips and records
Drug Store Workers, Denoyer Geppert	
Super Market Workers	
Service Station Workers	
Astronauts - Training and Equipment, SVE	Discussion pictures
Fire Department Helpers, SVE	Discussion pictures
Hospital Helpers, SVE	Discussion pictures
Community Helpers, Instructor	Flannel Board figures
Community Workers and Helpers, SVE	filmstrips and records
Wally the Work Watcher, Edu-Craft	filmstrips and records
The Newspaper Boy " "	
The Jr. Homemaker " "	
Mail Delivery	
Dairy Products Delivery " "	
Electrical Services " "	
Gas and Oil Services " "	
Telephone Services " "	
Drug Store " "	
Supermarket " "	
Service Station " "	

True Book Community Helpers, SVE	filmstrips and records
Set #96 - Neighborhood Workers, Eyegate	Captioned filmstrips
Set #107 - Neighborhood Helpers, Eyegate	Captioned filmstrips
Set #61 - Building a House, Eyegate	Captioned filmstrips
Transportation, Didago	Puzzle
Community Workers and Helpers, Holcomb Space Explorers, Holcomb Family Members, Holcomb	Life-size Puppets
Community Workers, Holcomb Family Members " Black Family " Community Helpers " People We Know "	Flannel Board Figures
People and Their Job, Didago	Dominos
Giant Block Play Figures, Childcraft	Puppets
Off We Go to - Guidance Associates	
Bike Factory	filmstrip and record
Aquarium	" "
Auto Proving Ground	" "
Orange Grove	" "
House Built in a Hurry	" "
Poster Printer	" "

SELF 4 - 6

Focus on Self Development: Responding, S.R.A.	Kit, filmstrips, records, posters
Focus on Self Development: Involvement, S.R.A.	Kit, filmstrips, records, posters
Our Values, Westinghouse	filmstrips and records
Our Society, Westinghouse	filmstrips and records
Career Awareness Activity Cards, American Guidance Services	Activity cards
Self and Social Development Activity Cards, American Guidance Services	Activity cards
Making It, Filmstrip House	filmstrips, records, scripts, guides
"I Agree . . . You're Wrong" Bread and Butterflies, National Instructional TV	16mm films (15 minutes)
"Decisions - Decisions" Bread and Butterflies, National Instructional TV	16mm films (15 minutes)

THE INDIVIDUAL AND HIS ENVIRONMENT 4 - 6

Our Economy, Westinghouse	filmstrips and records
Our Society, Westinghouse	filmstrips and records
Foundations for Occupational Planning, SVE "Who Are You?" "What Do You Like to Do?" "What is a Job?" "What are Job Families?" "What Good is School?"	filmstrips and records
Keeping the City Clean and Beautiful, SVE	Discussion pictures
Ecology and the Study of Pollution, A-V Media, Inc.	Captioned filmstrips
Man and His Environment, A-V Media, Inc.	Captioned filmstrips

VOCATIONAL DECISION MAKING 4 - 6

Distributive Occupations, Denoyer Geppert	filmstrips	and records
Office Occupations, Denoyer Geppert	"	"
Health Services, Denoyer Geppert	"	"
National Resources, Denoyer Geppert	"	"

EDUCATION AND TRAINING

WORK ADJUSTMENT SKILLS AND EMPLOYABILITY

4 - 6

Widening Occupational Roles, SRA	Kit and Briefs
Dictionary of Occupational Titles (DOT)	Books

Work Around the World, Coronet	16mm film (20 minutes)
Leisure and Recreation, Produced locally	filmstrip and cassette
People Who Work in Science, Guidance Associates	filmstrip and record
People Who Work in Art, Guidance Associates	filmstrip and record
People Who Help Others, Guidance Associates	filmstrip and record
Public Helpers, Eyegate	captioned filmstrip
America at Work, Eyegate	captioned filmstrip
Working in U.S. Communities, Group II, SVE	captioned filmstrip
Electrical Workers, Denoyer-Geppert	filmstrips and records
Gas and Oil Workers, " "	filmstrips and records
Telephone Workers, " "	" "
Technical and Industrial Workers, Denoyer Geppert	" "
What Else Do Fathers Do?, Denoyer Geppert	filmstrips and records
Just What Do Mothers Do? " "	" "
It's in Your Hands " "	" "
Home Economics " "	" "
Electrical Workers, Edu-Craft	filmstrips and records
Gas and Oil Workers, " "	" "
Telephone Workers, " "	" "
Food, Shelter, Clothing "	" "
Helping the Healing Hands "	" "
It's a Growing Thing " "	" "
At Your Service " "	" "
Raw Steel to Rolling Wheels	" "
It's in Your Hands " "	" "
Getting the Goods to Users	" "
A Matter of Business " "	" "
What Else Do Mothers Do? "	" "
What Else Do Fathers Do? "	" "
Men at Work Series, Coward-McCann, Inc.	Books
Widening Occupational Roles, SRA	Kit
Work Briefs (Set of 340), SRA	Brief cards
What Job for Me?, McGraw-Hill	Books

Yellow Pages of Learning Resources, MIT Press	Books
Come Work with Us (Telephone Company)	Booklets
Our Economy, Westinghouse	filmstrips and records
Occupational Work Handbook	

SECTION IV

FORMS

CAREER DEVELOPMENT

MANSFIELD CITY SCHOOLS

Field observations are a valuable teaching tool when directly related to classroom activities. With proper pre- and post-planning, field observations can provide meaningful learning experiences.

In order that teachers may have equal opportunities to participate, trips will be screened according to aims and objectives of the Career Development Program.

To coordinate bus scheduling follow these procedures:

1. Submit field observation request form to building principal. Upon receipt of request, the resource teacher will schedule and notify you of date, time, and place.

2. Obtain a bus requisition form from your principal. The requisition should be sent to the Career Development Office.

3. Upon completion of observation, please submit a short signed evaluation form to the building principal.

Note: Trip permission slips must be signed and on file in the principal's office.

CAREER DEVELOPMENT PROGRAM

MANSFIELD CITY SCHOOLS

FIELD OBSERVATION REQUEST

Requests for field observations should be submitted at least two weeks in advance of the proposed trip. All field observation requests should include the way in which you plan to relate this observation to a subject area.

Teacher _____ Grade _____ Date _____

Destination _____

Proposed Date of Visit _____

Number of Students in Group _____

Correlation with Subject Area _____

_____

_____

_____

_____

Approved _____
Principal

RETURN TO BUILDING PRINCIPAL

CAREER DEVELOPMENT PROGRAM
MANSFIELD CITY SCHOOLS

FIELD OBSERVATION EVALUATION

Visit to _____ Date _____

Teacher's Name _____

School _____

Grade _____ Number of Students _____

1. Identify subject area most closely associated with the field observation:

   Math _____ Science _____ Health _____

   Language Arts _____ Social Studies (Unit) _____

2. List preparation activities.

   a.

   b.

   c.

   d.

3. List follow-up activities.

   a.

   b.

   c.

   d.

4. Was observation presented on children's level? Yes _____ No _____
   If no, please explain.

5. Effectiveness of field observation as a learning experience:

Poor	Fair	Good	Excellent

FIELD TRIPS AND EXCURSIONS

1. Written parental consent must be secured for elementary and secondary pupils participating in field trips.

2. Field trips are to be organized and visitation permission properly secured from those about to be visited.

3. School buses or public transportation will be utilized for the transportation of class groups. If, in the judgment of the principal and teacher, school buses or public transportation is not feasible, then and in that event, with the consent of the Director of Elementary Education, the Director of Secondary Education, or the Director of Health and Physical Education, private transportation may be arranged. If private transportation is arranged, the principal making such arrangements shall ascertain to his or her satisfaction that said private automobile used for transportation is adequately covered by insurance, especially but not limited to medical pay coverage.

4. The teacher is responsible for the conduct of his or her pupils and may be held responsible for accidents in certain situations.

Approved by the Mansfield Board of Education 8/21/74

CAREER DEVELOPMENT PROGRAM

MANSFIELD CITY SCHOOLS

REQUEST FOR CLASSROOM SPEAKERS

All requests for classroom speakers should be submitted at least two weeks in advance of anticipated visits.

Teacher _____ Date _____

Occupation of speaker _____

Grade Level _____

Approved _____
Principal

Note: It is expected that the teacher will provide speaker with an advance copy of the kinds of information the students will seek. Copies of "Suggestions for Classroom Speakers" on the following page are available upon request from the Career Resource Teacher.

RETURN TO BUILDING PRINCIPAL

CAREER DEVELOPMENT PROGRAM

MANSFIELD CITY SCHOOLS

SPEAKER EVALUATION

Teacher's Name _____ Date _____

School _____

Grade _____ Number of Students _____

1. Name and occupation of guest speaker.

2. Was the speaker effective in his or her presentation?

   Yes _____ No _____

   Did the speaker use any visual aids?

   Yes _____ No _____

   If yes, identify.

3. List the specific pre-activities used.

4. List the follow-up activities used.

5. Additional information:

CAREER DEVELOPMENT PROGRAM
MANSFIELD CITY SCHOOLS

SUGGESTIONS FOR CLASSROOM SPEAKERS

Teacher _____ Room Number _____

Grade _____ Ages of Children _____

Date and Time of Visit _____

1. Present the information at a level the children can understand. For most children, the study of career opportunities is new. They have a very limited knowledge about many areas of work.

2. Do not glamorize your work. Point out its disadvantages as well as its advantages. Mention those responsibilities in your occupation that may be difficult or unpleasant (such as standing for many hours, hard-to-please customers, etc.) as well as those responsibilities you enjoy.

3. Pictures, tools, uniforms, and products that are associated with your occupation can be used to good advantage whenever this is practical.

4. You will probably want to cover the following points in your talk to the class about your occupation:

   a. What does a worker in your occupation do?
   b. Are there many opportunities for employment in your work? Do you believe there will still be a demand for workers in your occupation by the time these children graduate from high school or college?
   c. What kind of a personality should a person have to do this work?
   d. Is physical strength required?
   e. Is it an occupation both men and women can perform?
   f. What preparation is necessary? Where can a worker be trained? In Mansfield? On the job? Is the training long or expensive?
   g. Is a license, certificate, union or professional membership required?
   h. How may children interested in your occupation find out more about it?

5. During our discussion in class, the children chose the following additional questions for which they would like answers: